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SOME APPLICATIONS TO TELEVISION AND RADIO TO THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN NORTHERN NIGERIA.

BY- KINCAID, R. THOMAS
AGENCY FOR INTERNATIONAL DEVELOPMENT, WASH., D.C.

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DESCRIPTORS- *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, *INSTRUCTIONAL TELEVISION, TESTING, EDUCATIONAL TELEVISION, EDUCATIONAL RADIO, INSTRUCTIONAL AIDS, NORTHERN NIGERIA,

THIS REPORT PRESENTS A DESCRIPTION OF THE ACTIVITIES, ACCOMPLISHMENTS, HOST GOVERNMENT CONTRIBUTIONS, PROBLEMS, AND RECOMMENDATIONS MADE CONCERNING THE TWO-YEAR PROJECT (NOVEMBER 1, 1966 TO 1967) IN WHICH TELEVISION AND RADIO WERE USED AS MEDIA FOR TEACHING ENGLISH AS A SECOND LANGUAGE IN NORTHERN NIGERIA. A SERIES OF TELECASTS (EIGHT 20-MINUTE SCRIPTS) ENTITLED "THE SOUNDS OF ENGLISH" WERE PREPARED FOR THE FIRST SCHOOL TERM OF 1966. THE TELECASTS FOR THE ENSUING TWO TERMS IN 1966 AND THREE TERMS IN 1967 FOLLOWED THE ARRANGEMENT, SEQUENCE, AND TIME TABLE OF THE "STANDARD" NORTHERN NIGERIAN SCHOOL TEXT "STRAIGHT FOR ENGLISH." IN ADDITION TO THESE 132 TV (AND RADIO) SCRIPTS (WHICH WERE WRITTEN TO COMPLEMENT THE PRESCRIBED TEXTS), TEACHERS' NOTES AND GUIDES, WEEKLY TIME TABLES, AND VISUAL AIDS WERE PREPARED. SOME OF THE SPECIAL FEATURES OF THE PROJECT INCLUDE--(1) INTEGRATION OF THE PUPILS' TEXTBOOKS WITH THE SYLLABUS, TIME TABLES, AND TESTS, (2) AN EMPHASIS ON PUPIL PARTICIPATION, (3) AN EMPHASIS ON ORIENTATION FOR AND CONSULTATION WITH THE TEACHERS USING THE MATERIALS, AND (4) AN EMPHASIS ON ACHIEVEMENT EVALUATION. (A REPORT ON THE EVALUATION OF THE TESTS ADMINISTERED IS FORTHCOMING.) ADDITIONAL INFORMATION CONCERNING THE SCRIPTS AND THIS PROJECT MAY BE OBTAINED BY WRITING TO THE RADIO/TV ADVISOR OF THE PROJECT, R. T. KINCAID, 1131 UNIVERSITY BLVD. WEST (418), SILVER SPRING, MARYLAND 20902. (AMM)

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# SOME APPLICATIONS OF TELEVISION AND RADIO TO THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN NORTHERN NIGERIA.

USAID/Washington County, Maryland--Modern Aids to Education Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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R. Thomas Kincaid -- Advisor

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MODERN AIDS TO EDUCATION PROJECT

USAID/WASHINGTON COUNTY, MARYLAND/N. NIGERIA

PROJECT NO. 260-11-690-208

END OF TOUR REPORT

COVERING THE PERIOD

NOVEMBER 1, 1965 TO NOVEMBER 1, 1967

R.T. KINCAID - RADIO/TV ADVISOR

## I. ACTIVITIES AND ACCOMPLISHMENTS

### A. MEETINGS

1. Attended regular meetings of School Broadcasting Unit and weekly meetings at the Ministry.
2. Participated in the meetings and consultations with the Chief of Party during his regular visits.
3. Frequent consultations with the Northern AID Director and the AID Education Officer for the North.
4. Participated in Audio-visual conference at Ahmadu Bello University.
5. Participated in Advisory Council Meetings.
6. Participated in meetings with Teachers and Headmasters on the evaluation and utilization of the Straight For English programmes.
7. Attended Lagos meetings with Project Director, project personnel and AID officials.
8. Regular conferences with Ministry officials on both a formal and informal basis.
9. Regular consultations on the teaching of English with experts connected with the Ministry, the British Council, and the Staff Development Center.
10. Frequent consultations with Head of School Broadcasting and the Liaison Advisor on the problems and progress of the English television and radio broadcasts.
11. Participated in numerous conferences concerned with the evaluation design and its implementation.
12. Meetings with visitors both foreign and indigenous who came to the School Broadcasting Unit from time to time (e.g. Mr. Stitt, Co-author of Straight For English).
13. Attended a meeting in Lagos to discuss the preparation and distribution of the Teacher's Notes and radio charts for Term III, 1967.
14. Held discussions with Ampex and Project engineers.

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## B. REPORTS

1. Monthly, quarterly, and semi-annual reports have been submitted to the MATE project and the Ministry of Education.

2. Several other special reports have been submitted as requested by AID and the MATE project..

3. Project work plans have been prepared and submitted as required in cooperation with the MATE Liaison Officer.

4. Preliminary data were compiled for use in making a cost analysis of the Schools Broadcasting Unit.

## C. SCRIPTS

1. For the first term of 1966 a series of telecasts were written and produced called The Sounds of English. We were unable to start the year with the Straight For English programmes since the textbooks had not arrived, so we used this opportunity to design, write, and produce a television series with the following results:

   a) Identified production and liaison problems.

   b) Discovered opportunities and limitations in visualization.

   c) Determined the feasibility of objective testing using IBM answer sheets and scoring.

   d) Determined the feasibility and effectiveness of teaching pronunciation via television.

   e) Constructed a test that examined the student's ability to identify, discriminate and produce specific problem sounds in English.

   f) Determined some of the elements of the English sound system representing pronunciation problems that need attention.

   g) Initiated the teachers and pupils to the kinds of pattern and situation drills that would be used in subsequent programmes.

   h) Orientated the teachers and pupils to active participation in a television lesson and to the signals that would be used.

   i) Provided the teachers with a detailed set of notes to accompany the television lessons that would familiarize them with preparation and follow-up.

   j) Constituted a "pilot" project for our evaluation.

   k) Identified problems with vocabulary, pacing, and the use of graphic materials.

2. A total of 272 scripts have been written and produced during the past two years. As can be seen in item No. 3 below, 132 of these were radio scripts and 140 were television scripts. Ibrahim Musa wrote the 48 radio scripts for Term I and II of 1967 and Jibir Dukku wrote 17 of the 30 radio scripts of Term III, 1967.

3.

1966

| Term | Title | TV Scripts | Radio Scripts |
|---|---|---|---|
| I | Sounds of English | 8 | |
| II | Straight For English | 24 | 24 |
| III | Straight For English | 30 | 30 |

1967

| | | | |
|---|---|---|---|
| I | Straight For English | 24 | 24 |
| II | Straight For English | 24 | 24 |
| III | Straight For English | 30 | 30 |

4. The television scripts were designed for 20 minutes lessons and the radio scripts for 15 minute lessons. The format and presentation of the radio and television scripts differed as required by the different media, but the basic content of the radio and television scripts was the same.

5. Some of the features of the scripts written during the past year were as follows:

a) They followed the arrangement, sequence, and time-table of the textbook, except for the series, "The Sounds of English."

b) They were orientated to direct teaching and were designed to form an integral part of the classroom work.

c) They were word for word scripts.

d) Pupil participation was required.

e) Many of the scripts contained pronunciation drills that were based on scientific analyses of the problems of teaching the English sound system.

f) Examples different from those used in the text were used as much as possible.

g) Frequent use of dialoques, situation drills, and pattern drills (based on the principles of scientific linguistics).

h) Some lessons on reading and composition were included because these are weak areas in the textbook.

i) Drilling techniques were taught and practised.

j) Concepts were visualized whenever this was possible.

k) In so far as production facilities permitted, different kinds of pedagogical techniques and ways of handling a teaching point were used.

l) Although in theory some of what was in the scripts can be done by the classroom teacher, in practise very little of it would be done.

m) Sufficient radio/television "input" into the classroom to have a measurable impact. (Up to 30 radio and 30 television lesson per term instead of 8 or 10 as previously).

## D. TEACHER'S NOTES

1. Detailed sets of Teacher's Notes accompanied each term's series of radio/television programmes. These notes together amounted to approximately two hundred pages. These notes contained:

   a) An introduction covering general information about the course.

   b) A weekly time-table of the programmes with a brief synopsis of each lesson.

   c) Supplementary instruction to the teachers on teaching reading.

   d) Specific suggestions on preparation and follow-up for each lesson.

   e) The teaching points of each lesson and enough of the lesson content to be of practical benefit.

   f) Pedagogical hints and suggestions to the teacher.

   h) Page references to both the Teacher's and Pupil's Books.

2. Except for Term I, 1966, from 1500 to 1800 sets of Teacher's Notes were distributed each term.

3. The clerical effort, and attendant supervision, in typing, mimeographing, proofreading, and collating the scripts, Teacher's Notes, and the reports was considerable inasmuch as over 2000 stencils were cut involving approximately 600,000 words.

## E. VISUALIZATION

1. Over 1900 visuals were prepared for the English television lessons during the past two years. Each graphics request was typed and accompanied by written or oral instructions. These visuals were captions and slides of various types including lettering, drawings, reveals, and animated figures.

2. Other types of visualization used on television included the Dan Aku puppet, puppet stage, paper roll, backdrop, flannel board, demonstrations, words and figures on magnets, and title and credit film clips.

3. 60 wall charts were designed for Term III, 1967, of the radio series.

## F. PRODUCTION

1. Some of the activities involved in producing the scripts after they have been written were as follows:

   a) Any necessary consultations were held with the Director, Presenter, studio hand, and any other talent involved.

   b) Arrangements for "dry" rehersals were made with all the people involved.

c) "Dry" rehersals were held.

d) Script adjustments were made based on problems that arose during rehearsals.

e) The radio lessons were taped after a timed dry rehersal.

f) Checks were made on the progress and suitability of visual aids.

g) The visuals were gathered together, arranged in order and taken to the studio, along with any studio props that were to be used.

h) Camera rehearsals were conducted for the television lesson.

i) The transmissions were directed.

j) All of the television broadcasts were "live" and all of the radio transmission were taped.

2. Some of the special features of the English radio/television programmes produced in 1966 and 1967 were as follows:

a) They were the first series of programmes that involved direct teaching fully integrated with the pupils textbook and syllabus timetables.

b) They were the first programmes that included tests and testing.

c) They required a great deal of pupil participation.

d) They were subjected to more critical attention than any other programme.

e) They used many varieties of visualization within the same series.

f) They were accompanied by ample and detailed Teacher's Notes.

g) They had more classroom teacher consultation and participation.

h) The receiving teachers had closer liaison and received more assistance in utilization.

i) They had a large number of Primary School television viewers.

j) They had the largest input of lessons within a given term. (Three lessons a week, no repeats).

k) They were the subject of an evaluation designed to determine the differences in achievement among classes using television or radio or neither.

## G. TESTING

1. Three tests were constructed in 1966, one for each term. Over 3000 pupils were tested. These were objective tests using multiple choice questions to be used with IBM scoring sheets. The test items selected were based on a content analysis of the classroom work as required in the Teacher's Book.

2. Three tests were also constructed in 1967 to be used in the evaluation to measure achievement. Each test comprised fifty objective multiple choice questions with five introductory samples and was designed to be used with IBM scoring sheets. The questions were selected on the basis of a content analysis of Straight For English, Primary Five, to determine the items of highest frequency.

a) The first test was a pre-test to be used at the beginning of the year and again as a post-test at the end of the year. This test covered the highest frequency items in the year's work.

b) The second test was used at the end of Term I and comprised Term I items for the pre-test, alternate forms of these, and new items.

c) The third test was used at the end of Term II and comprised Term II items from the pre-test, alternate forms of these, and new items.

d) The above three tests were the result of the joint efforts of Dr. Virgil Walker, USAID Education Advisor, Mr. Peter Callas, television/radio Utilization Advisor, and Mr. Thomas Kincaid, TV/Radio Production Advisor. In addition, all of the tests were seen and approval of by the following:

Dr. Albert Klevan, MATE Evaluation Specialist
Mr. Paul Barnhart, MATE Chief of Party
Mr. Griffith Davis, USAID Communication Media Advisor
Mal. Jibir Dukku, Head of Schools Broadcasting

The pre/post-test was tried out on selected teachers and students in the Kaduna Army School, and suggestions and criticisms were invited from Mr. Paul Whitehorse, Inspector of English, Ministry of Education, and Mr. Anthony Shaw, English Language Officer, British Council.

## H. RESEARCH

An on-going activity of reading, research and personal contacts to discover and apply the best in methods and content for the teaching of English in Northern Nigeria. All available reports and studies were read that pertain to educational radio and television as used here and in other parts of the world.

II. HOST GOVERNMENT

## A. Cooperation and Support

1. We have received generous cooperation and support from the various sections of the Ministry and members of the Broadcasting Unit.

2. Approval was given for the evaluation design implemented during 1967.

3. Broadcasting was expanded from two to three days per week.

4. The English programmes were transmitted three times per week with no repeats, permitting greater coverage of lesson content and better lesson carry over.

5. The Straight For English books were purchased and distributed to the participating schools.

## B. Staffing

1. The present staff of the Schools Broadcasting Unit consists of the following:

| Name | Post | Section |
|---|---|---|
| Jibir Dukku | Principal Ed. Officer | Head of Sch. Broadcast |
| Francis Gana | Ag. Senior Ed.Officer | Production Supervisor |
| Joe De-Goshie | Education Officer | Radio/TV Production |
| Mark Cholom | Assistant Ed. Officer | Production & Presenter |
| Bala Ibn Garba | Assistant Ed. Officer | Liaison & Utilization |
| Adam Ali Biu | Assistant Ed. Officer | Production & Presenter |
| Fidelis Kaigama | Assistant Ed. Officer | Production & Presenter |
| Mohammed Lawal | Assistant Instructor | Technician |
| George Bookless | Peace Corps | |
| Bob Zimmerman | Peace Corps | |
| Peter Callas | AID Advisor | |
| Thomas Kincaid | AID Advisor | |
| Robert Preszler | AID Advisor | |
| Solomon J. Akume | AID Clerk | |
| T. Olawole | Clerk | |
| Joel Oloruntoba | Clerk | |
| Garba Biu | Messenger | |
| Garba Abubakar | Laborer | |

2. Staff changes during the past year were as follows:

Sam Iwalaiye and Ibrahim Musa were transferred from the Unit to W.T.C., Kabba, and Kano A.T.T.C. respectively;

Joseph Fadile and Moses Omotinugbon left the Unit to attend Ahmadu Bello University; Adam Ali Biu and Fidelis Kaigama, recent graduates of Zaria A.F.T.C., were appointed to the SBU staff; and Robert Preszler was posted to the Unit as the AID Advisor in Graphics.

## C. Training

1. Five members of the Unit received a year's training in the U.S.A.: Francis Gana and Joseph Fadile under the Indiana Contract, and Jibir Dukku, Mohammed Lawal, and Bala Ibn Garba under the MATE Project Contract.

2. Short training courses overseas were also pursued by Jibir Dukku (England), Francis Gana (Japan), and Mark Cholom (Australia).

3. In service training has been and continues to be a feature of the Schools Broadcasting Unit.

## D. Facilities

1. New quarters were provided for the SBU on the Government College compound. The first two phases have been completed, consisting of a dark room, maintenance work shop, graphic arts room, store room and offices for the staff and clerks. Preliminary planning has been undertaken for action on phase three, a TV recording studio.

2. The studio located in the Ministry of Education compound is used regularly for rehearsing, recording, and dubbing radio lessons.

## E. Programming

1. The figures below indicate the total number of TV broadcasts transmitted by the SBU during the past two years:

| Lessons | | Repeats | | Broadcasts |
|---|---|---|---|---|
| 298 | (written locally) | 120 | | 418 |
| 112 | (film or CETO pkg.) | 62 | | 174 |
| 410 | | 182 | Total | 592 |

2. At the beginning of Term II, 1966, the TV schedule was expanded from two days a week to three days a week, thereby increasing the number of broadcasts from eight to twelve each week.

3. Several new series of radio lessons have been written and taped during the last two years.

## F. Production

1. The amount of original material produced by indigenous members of the Unit has increased.

2. A number of improvements in studio productions should be noted: film clips, film animations, new frames,

caption stands and set backgrounds, and increased smoothness and efficiency on the part of the presenting - directing - producing team.

### G. Administration

1. The administration of the Unit has been Nigerianized.

2. Teacher's Notes and timetables for all the radio/television lessons were sent out for distribution to all the participating schools well ahead of time.

3. Each staff/member receives mimeographed copies of rehearsal schedules, duty assignments, and other appropriate data.

4. The storage area attached to the SBU has been cleaned up and organized. Cabinets for the proper storing of printed material have been installed.

5. Some of the ETV programmes have been viewed by appropriate Ministry officials. The Assistant Inspector for Primary Schools has been to the studio to watch programmes being transmitted.

## III. PROBLEMS AND RECOMMENDATIONS

### A. Objectives

Problem: There does not seem to be a clear cut definition of the educational problems that are to be solved with radio/television broadcasting. Without a clear understanding of the goals of the Schools Broadcasting Unit the energies and resources of the Unit cannot be brought to bear in a coherent and cohesive way.

The SBU is ready to emerge from its essentially experimental stage. The resolution of all the other questions depends on the role that the Ministry wishes schools broadcasting to fulfill. The organization of means to achieve an end can only be done effectively with the least dissipation of energies and resources when the goals are sufficiently clear.

Recommendation: If educational broadcasting is to remain a feature of Nigerian educational endeavors, then a clear definition of the educational needs that such broadcasting will attempt to meet is a matter of first priority. This description of the SBU's role, it goes without saying, should be sufficiently detailed and unequivical.

## B. Integration Into the total educational effort

Problem: Schools Broadcasting, during this development stage, seems to have functioned as an appendage to the mainstream of educational effort. It has been a peripheral rather than an integral part of the total educational endeavor. To be effective, educational radio and television should be part and parcel of the entire educational process.

Recommendation: The definition of the purposes and functions of schools broadcasting should be such as to make it an integral part of the total educational endeavor.

## C. General and Local Administrative Support

Problem: A clear definition of the purposes and functions of the SBU and its integration into the total educational effort require the full support of the central and local administration so that the means necessary for accomplishing the stated objectives of educational broadcasting can be made available.

Recommendations: The support of the central administration extends to policy decisions, staffing needs, financing, curiculum development, and the relationship of educational radio/television to the total educational endeavor.

On the local administrative level considerable involvement is necessary for it is this level that is most immediately responsible for the use of radio/television lessons. Approval and support on this level are mandatory for successful educational broadcasting. It is here that programme notices and materials are distributed, that utilization is supervised, that scheduling problems are resolved, that problems and improvements are discussed, etc.

## D. Staffing and Training

1. Problem. At the present time a staff shortage exists that limits the quality and extent of the programming and effective liaison with the more distant schools.

   Recommendation. Five more staff members are needed to make the SBU more effective, three in production, one in liaison and one in graphics. This is all the more urgent because the only member of the graphics department at present is a USAID Advisor, who should be assigned a counterpart, and the USAID Advisors, one in production and one in liaison, will be leaving toward the end of this year and replacements will be needed for them.

2. Problem. Finding and recruiting suitable candidates for positions in schools broadcasting is no easy task. Not everyone, for example, who is a good classroom teacher with high academic qualifications makes a good member of an educational broadcasting team.

   Recommendation. The following points should be considered among the criteria to be used in selecting new SBU staff members. Not all of these criteria will apply

with equal force, depending on the position to be filled:

a) subject matter specialities
b) academic standing
c) classroom teaching experience
d) personality and appearance
e) skill in speaking, reading, and writing English
f) ability to work with others
g) technical skills
h) special interests
i) willingness to learn
j) motivation
k) recommendations of former superiors or employers
l) part of the interview could be taped for subsequent replay and analysis.

3. Problem. Although the members of the SBU have done a commendable job of filling several different roles at the same time, this is not technically a healthy situation.

Recommendation. In the present circumstances there is no alternative except for one man to do several different kinds of jobs. But if the Unit endures and expands, the personnel of the Unit should move in the direction of more specialization and be recruited and trained on that basis.

4. Problem. Not every present or future member of the Unit will have an opportunity for overseas training. Moreover, recruiting already trained people is unlikely since there is no pool of manpower trained in all the intricacies of radio/television broadcasting on which to draw.

Recommendation. The Unit is capable of providing the in-service training need by new personnel and of providing inservice opportunities for growth and progress to those who are already in the Unit. It takes a long time to acquire the knowledge and skills required and the process never stops. Any opportunities for overseas training should, of course, be taken advantage of.

5. Problem. Failure to take advantage of counterpart training frustates one of the purposes and frunctions of an AID Advisor. During this Advisor's tour he was never assigned a counterpart and as a consequence no one in the Unit has been prepared to take over the script writing and production chores of the Straight For English series. This jepardizes continuity in the English programme and means that the subsequent writer - producer of Straight For English may not be aware of the reading, research, and linguistic theory and practice involved or of the practical problems he will meet.

Recommendation. It should be a matter of priority to assign counterparts to expatriate advisors so that the expatriate, in effect, works himself out of a job.

## E. Programming

Problems. The problems that suggest themselves are goal orientation, long range planning, team effort, direct instruction, no multi-level programmes, greater education impact, primary school emphasis, subject matter criteria, reusability, re-evaluation of current radio programmes, one indigenous teacher-presenter for each subject, and effective liaison with the receiving pupils.

Recommendations:1. The programming should be consistent with the specific goals of educational broadcasting and also form part of the total educational process.

2. The programming should be determined definitively a year ahead of time and tentatively two or three years ahead.

3. The programme planning should be a team effort involving a truly representative Advisory Council, the SBU staff, and classroom teachers who will be using the lessons.

4. The programming should emphasize direct instruction programmes, that is, those fully integrated with classroom work either by being tied in with the classroom text, or following the content, scope, and sequence of a specific syllabus.

5. The programmes should not be designed so that they attempt to teach the same lesson on more than one level.

6. The programming should permit sufficient pedagogical impact. Twenty minutes of a subject once a week restricts content coverage and lesson carry over to the extent that its educational value is highly debatable. Under the present arrangement of four broadcasts, three days each week, it would seem to be much more valuable to have four subjects, each one programmed three times a week, no repeats.

7. Present circumstances indicate that television programming should be confined, at least for the immediate future, to the primary level:

a) The use and utilization of broadcasts on the secondary and Teacher Training College level compare unfavourably to that of the primary.

b) The greater percentage of less qualified teachers exists on the primary level.

c) Experience indicates that the primary teachers are more receptive to television and use it to greater advantage.

d) It is easier to incorporate radio/TV broadcasts into the primary timetable due to its greater flexibility.

e) It would seem better to concentrate our limited resources on one level for maximum benefit rather that to disperse our efforts over three educational levels.

f) The primary schools have less audio-visual resources than the secondary schools and the TTC's.

g) The primary schools are not currently the object of as much attention as the secondary and Teacher Training Colleges.

h) After weighing the evidence on the utilization of the SBU programmes, the Advisory Council has recommended that more emphasis be placed on primary school broadcasts.

i) There are over 500 primary schools within the TV signal area as against a handful of secondary institutions.

8. Criteria for determining the subject matter to be broadcast need to be evolved. Some of the following might be among the criteria chosen:

   a) Ministry priorities

   b) Student needs

   c) Maximum audience

   d) Priority subjects (e.g. English, Math, Science)

   e) Educational value

   f) Repeat value

   g) Syllabus content

9. The most important programmes should be preserved for re-use. If no VTR is available, careful filing of TV scripts and visuals should be maintained. When a working VTR becomes available, the priority programmes should be recorded for replay..

10. The present radio programmes might well be evaluated in terms of the above mentioned points and where necessary, rewritten and new tapes made.

11. One subject matter specialist should be assigned to each of the priority areas (English, Math, etc) whose only task would be to write and present the lessons in his own field of specialization. Experience has shown that Nigerians are perfectly capable of fulfilling this task.

12. The writer-presenters of the radio/television lessons should maintain as much contact as possible with their receiving classes and classroom teachers. They should also consult regularly with the broadcasting unit's liaison personnel.

## F. Production

1. Problem. It would be healthier for the Unit if more script writing were done by indigenous personnel.

   Recommendation. Each subject area should have a Nigerian member of the Unit responsible for all script preparation. If external assistance is desirable, this should be in a secondary role to the member of the Unit who would retain primary responsibility.

2. Problem. The script writer and the radio/TV presenter are often two different people.

   Recommendation. We should call the presenter the teacher, for that is what he really is, a teacher using radio or TV; and it is better if a teacher prepares his own lessons,

in this case, writes his own scripts. It would thus seem that more effective production would result if the writing-teaching (scripting - presenting) functions were always combined. Furthermore, if the TV teacher is teaching a lesson he has prepared himself, he should be able to avoid simply reading scripts to the pupils.

3. Problem. The TV transmissions of the SBU are relegated to the BCNN news studio which was not basically designed as a production studio. As a consequence the full exploitation of television as an educational medium is not possible. Some of the restrictions that are imposed by the news studio are as follows:

a) Rear screen projection is not possible.
b) Camera movement is considerably restricted.
c) Movement of the presenter within the studio is restricted. The movement that is possible creates lighting problems.
d) It is difficult and awkward to use more than two people on a programme, e.g. demonstrations with children or with a helper are severely restricted. A maximum of three or four children is possible. Even then, only substandard visualization can be obtained. A classroom situation could not be reproduced.
e) The use of visual aids such as a flannel board, paper roll, etc., suffer from limitations in lighting, camera shots and presenter movement.
f) Lack of depth in the studio prevents the use of sets that would enhance the interest and visualization of broadcast programmes.

Recommendation. An arrangement should be made with BCNN so that their large production studio can be used. Another alternative would be for the SBU to build its own studio, but this would not be economically viable unless the Unit intends to expand and can obtain the funding to support the qualified engineering and maintenance that would be required.

4. Problem: A great savings in time, money, and personnel has been realized in radio production by recording a series and using it year after year. An even greater savings would have been possible if the TV lessons could have been videotaped. Unfortunately, however, our VTR has not worked properly for the last two years and has been sent away for refurbishing. It is expected that it will be returned before the beginning of Term I in 1968.

Recommendation. All of the priority and repeat programmes should be videotaped in the future. The use of the VTR will be most advantageous in terms of time and manpower, and it should also free some of the production personnel so that they can view and evaluate their own lessons in the classroom. A large inventory of videotapes are on hand and the machine can be adequately maintained by BCNN engineers.

5. Problem. The production facilities of the Unit are too widely scattered. The radio studio is located at the Ministry, the television facilities are at BCNN, and the clerical facilities, offices, and graphics department are located in the Government College Compound. Considerable loss of time and efficiency results.

6. Recommendation: All of the SBU's facilities should be located in the same area. The best location under the present circumstances would be adjacent to BCNN.

6. Problem. The Unit is running out of cabinets for storing visuals and other support and resource materials. A lot of time and money has gone into these materials.

Recommendation: Additional facilities need to be provided for the preservation of the visual aids and the support and resource materials used in lesson production so that any future loss, damage, or disorganization may be avoided.

7. Problem. Long delays are still being experienced between ordering and receiving adequate supplies for the Graphics Department.

Recommendation. Longer lead time in ordering and more insistance on better service might help to improve this situation.

## G. Equipment and Maintenance

Problem: Inasmuch as educational broadcasting depends on rather sophisticated equipment, acquiring, operating, and maintaining this equipment becomes a critical matter.

Recommendations:

a) Due to the long delay between ordering and receiving equipment, long range planning is necessary.

b) In so far as possible, the equipment should be standardized. Standardization would materially assist operation and servicing.

c) Instead of buying equipment and then looking for engineers and technicians to operate and maintain it, it would seem much better to identify the required personnel before investing in complicated and expensive broadcasting equipment.

d) The ingredients of a good maintenance department are sufficient tools and testing equipment, a preventive maintenance schedule, adequate housing and storage facilities, and accurate inventories.

e) The SBU maintenance department needs the transport and allowances necessary to service the classroom receiving sets.

## H. Utilization

1. Problem. Basic programme costs are the same whether received by 100 students or 10,000 students. The student audience could be greatly increased at a comparatively small extra cost by distributing more radio and television sets.

Recommendation. Additional television sets should be distributed with the following criteria in mind:

a) Only to schools.

b) Only to schools that actually have electricity.

c) Only to schools that want a set.

d) Only to schools that will give adequate assurance of using the schools broadcast programmes.

e) Only to schools that are prepared to take the proper security measures regarding the set.

f) Primary schools should be given priority consideration.

2. Problem. There may be a few television sets that are not in classrooms and there may be a few in schools that are not using them.

   Recommendation. These sets should be removed and placed in classrooms meeting the requirements in No. 1 above.

3. Problem. The radio signal strength is drastically lowered during the day time hours with the result that in many areas radio reception of schools broadcasting is weak, spotty, or entirely missing.

   Recommendation. An increase in radio signal strength during the day is mandatory for effective educational radio broadcasting to all the receiving schools.

4. Problem. It has been the universal experience of educational broadcasting that one of the requirements for success has been close cooperation and interaction between the broadcating personnel and the receiving schools. The following recommendations are submitted for consideration:

   Recommendations:

   a) Meetings should be held with classroom teachers in specific subject areas (e.g. English, Science, Math) to plan the content and utilization of specific subject matter.

   b) Individual visits should be made to classroom teachers by members of SBU to discover the needs of the pupils and the teachers, to ascertain the strengths and weaknesses of the lessons, and to encourage and assist the participation and utilization of the classroom teachers.

   c) There should be continuance of the workshops, orientation meetings, classroom visits, and demonstrations in utilization initiated by the AID Utilization Advisor.

   d) A truly representative Advisory Council could play a more active role in utilization. Three meetings a year corresponding to the three school terms should be expanded.

   f) The timetables of all of the schools should be uniform. The schools should adjust their timetables to schools broadcasting instead of schools broadcasting trying to make the impossible adjustment to many different school timetables.

   g) Local administrators (Inspectors, Headmasters, Principals) should assume part of the responsibility of seeing that effective utilization is taking place in the classroom.

5. Problem. Teacher's Notes help a great deal to facilitate classroom utilization of the broadcast lessons.

   Recommendations:

   a) The Teacher's Notes need to be sufficiently detailed and practical to be of benefit to the classroom teacher.

   b) The distribution of the Teacher's Notes needs to be improved so that they arrive on time.

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6. Problem: Wall charts be used as support materials for the radio classes in Term III of Straight For English were prepared and printed too late to be distributed.

Recommendation. These charts should be distributed in time for the English radio lesson, Primary V, for Term III, 1968. They should be accompanied by instructions as to how the teachers are to use the wall charts in conjunction with the radio lessons.

7. Problem. Effective liaison and utilization coverage of all the participating radio and TV schools cannot be obtained under the present staffing and transportation arrangements.

Recommendation. An increase in the liaison staff and adequate transportation and allowances should be provided. There should be a local officer in each of the outlying areas responsible for liaison and utilization.

## I. Evaluation

1. Problem. The pedagogical effectiveness of the broadcast lessons needs to be assesed on a regular basis.

Recommendation. An ongoing activity of evaluation of the broadcast lessons needs to be maintained.

2. Problem. The participating headmasters and classroom teachers have sometimes been lax in providing information about lesson content, interest, vocabulary, pacing, level, technical problems, etc., needed by the SBU in order to improve its broadcasting.

Recommendation. The participating schools need to be conscientious and prompt in filling out and returning questionnaires and feedback data forms.

3. Problem. Tests provided by the SBU to be used by the classroom teachers at the end of a broadcast series have been a dolpful and welcome service.

Recommendation. Tests based on the content of the broadcast lessons should be provided to the classroom teachers to be used at the end of each series to determine pupil achievement and broadcast effectiveness.

4. Problem. The broadcast lessons as received in a classroom are the product of many diverse and interlocking activities, any or all of which can help or hinder the lesson.

Recommendation. Observations made of radio/TV lessons in the schools should take into account all of the elements that influence the pedagogical effectiveness of a broadcast lesson. This effectiveness is influenced by technical, graphic, scripts, production, presentation and utilization factors. The success or failure of the end product must be judged in terms of the contributions or limitations imposed by each element in the chain.

## J. Summary and Conclusions

1. This report by no mean represents an exhaustive and detailed description of the activities, accomplishments, host government contributions, problems, and recommendations during this Advisor's two year tour of duty. Reference should also be made to the monthly, quarterly, semi-annual, annual, and special reports to be found in the Ministry and USAID files.

2. The number and seriousness of the problems to be solved in order to develop a really viable and effective educational broadcasting system should not mislead us. Some of these are common to educational broadcasting, even the most successful, everywhere in the world. Others will resolve themselves as the unit matures. Still others will require policy decisions, and there are some that are presently unresolvable due to limitations in available financing and staffing. The negative aspects should not be unduly emphasized or seen out of their proper context. All things being considered the SBU of Northern Nigeria is doing an excellent job and I have been pleased to be able to contribute to their development and be a part of their endeavors.

3. An educational broadcasting system is a rather sophisticated operation requiring technological maturity, skilled personnel, and a high degree of teamwork, planning and organization.

   a) To disband the Unit would mean the dispersal of the personnel, organization, facilities, and equipment, and would mean the loss, for all practical purposes, of something that has taken several years to develop.

   b) To disband the Unit would mean the abandonment, at least for the forseeable future, of the only media available that can reach large numbers of pupils simultaneously. Radio and TV are mass communication media that have proven to be effective educational tools in many parts of the world. Their potential in Nigeria is enormous.

   c) To disband the Unit would mean the loss of many "trade off benefits." Since Nigeria is still relatively unsophisticated technologically, it would seem unwise to disband an institution that can contribute to the country's development in many ways far beyond the immediate purposes of educational broadcasting.

4. Some way should be found to continue the SBU and make it an integral part of the educational endeavour of the new states.

   a) A decision to retain educational broadcasting and to realize its full potential implicitly means that the necessary definition of goals, staffing, facilities, equipment, financing, reception, and utilization will be provided so that large numbers of pupils can be reached.

   b) Even if the Unit is not expanded or developed, its potential will remain, like the seed ready to become a large and flourishing tree once the proper climate and nourishment are available.

   c) A number of solutions have been suggested with regard to the future of the Unit after April 1, 1968. Its absorption and continuance as part of the Federal Ministry of Education seems to be one of the most feasible, and would offer the best chance of success.

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I would like to express my sincere appreciation to the Ministry and the Schools Broadcasting Unit for their interest, cooperation, and support. I am grateful for the many courtesies that have been extended to me and for the opportunity to develop personal friendships. I wish the Ministry and the Schools Broadcasting Unit every success in their future plans and endeavors.

Sincerely,

R. Thomas Kincaid

R. Thomas Kincaid.

RTK:SJA/